

Orientation to Alaska's Alternate Assessment for Mentors-in-training

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Introductions and Overview of Training

- Housekeeping
- Sign-in sheets, Evaluations
- Introductions
- Agenda



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Overview of 2008-09 Alaska Alternate Assessments in Reading, Writing, Mathematics, and Science

- Who takes alternate assessments?
- What are alternate assessments?
- What is involved in giving an alternate?
- Why is training important?
- How does an assessor qualify?
- Step by step: getting into the assessment system
- Hands on training in computer lab
- Assignment



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Who takes the new Alternate Assessments?

- Students w/
Significant Cognitive
Disabilities
- Students with IEPs
that indicate the
alternate assessment



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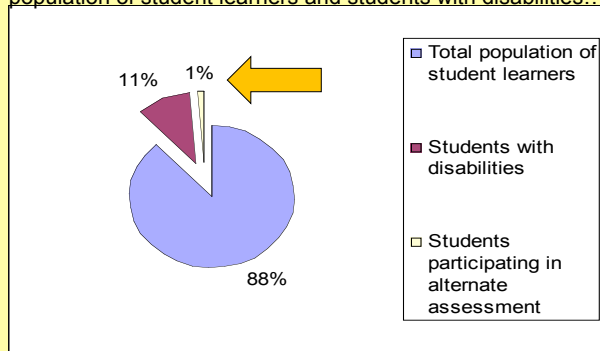
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Approximately 1% of the Student Population Takes Alternate Assessments

Slide courtesy of National Alternate Assessment Center

The number of students participating in alternate assessments on alternate achievement standards as compared to the total population of student learners and students with disabilities...



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Making Decisions about Students with Significant Cognitive Disabilities

- Students with significant cognitive disabilities (SSCD) will have access to, participate in, and make progress in the general education curriculum.
- SSCD must participate in statewide assessments in all grades 3 - 10
 - No testing in grades 11, 12 for SSCD
- AA is for students on a non-diploma track

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Specifics of Eligibility Criteria in Alaska

- Eligibility Criteria is located in the *Participation Guidelines for Alaska Students in State Assessments*, September 2007 edition, Pages 7-9
- Parental notification of Alternate required

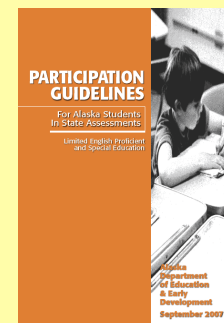
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Where to find the Participation Criteria for Students with Significant Cognitive Disabilities: *Participation Guidelines*

You can find this as a booklet, on the EED website



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Parent Notification on the IEP, Page 8 of 12

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

State and District-Wide Assessments:

The student will:

1. Participate in state and district-wide assessments (grades 3 through 10) without accommodations.
2. Participate in state and district-wide assessments (grades 3 through 10) with the following accommodations (refer to The Participation Guidelines booklet for the list of accommodations):
3. _____
4. _____
5. _____
6. _____
- Comments: _____
3. Participate in a modified high school graduation qualifying exam (HSOQE) with the following modifications (refer to The Participation Guidelines booklet for the list of accommodations and Appendix L of the State SPED Handbook for general guidelines). Requires application and Department approval.
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
- Comments: _____
4. Participate in a 3-hour standardized high school graduation qualifying exam (HSOQE) with the following modifications (refer to The Participation Guidelines booklet for the list of accommodations and Appendix L of the State SPED Handbook for general guidelines). Requires application and Department approval.
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
- Comments: _____

Non-Diploma Track:

1. Participate in the statewide Alternate Assessment for grades 3 through 10.

The Alternate Assessment is based on alternate achievement standards and does not lead to a diploma. The exam may include a maximum of only 10 items. Assessment is not required.

Reason(s): _____

Parent Signature: _____

Note: The parent's signature acknowledges participation in a non-diploma track assessment.

Revised: September 2005 Page 8 of 12

Non-Diploma Track

Parent Signature

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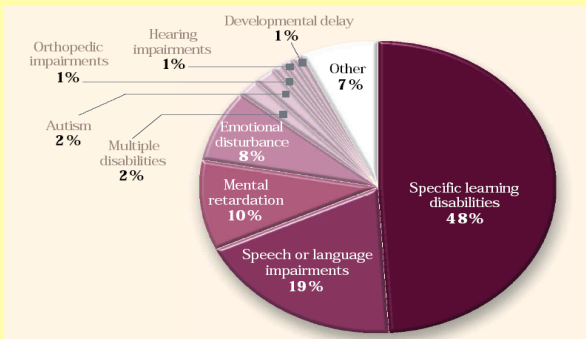
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What about the students with the most profound disabilities?

How does this assessment work for them?

Because we know these students are more different than alike...

The total student population receiving special education services broken down by disability category...



SOURCE: Education Week analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2002-03.

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Expanded Levels of Support (ELOS)

- Follow 3 Error Rule (Consecutive zeros in 3 items and 3 tasks)
- New ELOS items developed
- Administration Rules govern standard test administration and ELOS items


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What is Alternate Assessment?



What are alternate assessments?

- Designed for certain small group of students with disabilities
- Must meet eligibility criteria
- Requirement that assessments be academic in nature
- Linked to grade level content standards
- Reduced in complexity



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Alaska's Alternate Assessment

- Part of the Comprehensive System of Student Assessments (CSSA)
- Designed for a special population of students with disabilities (SWD)
 - The students with significant cognitive disabilities
 - 1 to 2% of the student population (approximately 550 students)



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Alaska's Alternate Assessment

- Used in Oregon for 7 years
- Used in Alaska 3 years and "Alaskanized"
- Performance Tasks: Reading, Writing, Math & Science
- Online System Includes:
 - System Requirements, FAQ's, Help Desk Contact
 - Teacher Training & Proficiency Modules
 - Online Training Manuals
 - Secure Test Materials & Practice Test
 - Scoring & Reporting
 - Unofficial student report generated immediately



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Alternate Assessments for Students with Significant Cognitive Disabilities

Curriculum Based Measures:

- Reading
- Mathematics
- Writing
- Science
- Administered by the teacher on a one-to-one basis with a student



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One-on-one Academic Performance Task Assessments

- Standard tasks and scoring procedures
- Ratings that evaluate independent performance while focusing on knowing and doing
- Aligned to standards and instruction
- Scores can be aggregated and reported as group summaries



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Reading

- Naming Letters, Pictures
- Blending Sounds
- Reading Words, Names, Sentences
- Reading Text Orally
- Reading and Listening Comprehension



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Writing

- Copying Letters
- Copying Words
- Dictated Words
- Dictated Sentences
- Writing Sentences
- Story Writing

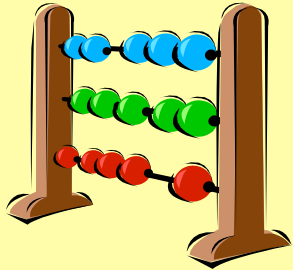


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Math



- Naming/copying numbers
- Counting & writing numerals
- Shapes/telling time
- Naming, counting money
- Manipulatives & computation



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Science



- Concepts of Physical Science
- Concepts of Life Science
- Concepts of Earth Science
- History and Nature of Science, Science and Technology



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Becoming a Mentor

First Step: Qualified Assessor

- Must be school personnel (teacher or paraprofessional)
- Meet qualifications:
 1. Complete online training
 2. Pass online proficiencies
 3. Administer a practice test
 4. Submit scoring protocols for evaluation



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Complete Online Training

- This is today's goal
- Complete online training
 - How to administer the assessments
 - How to score the assessment
 - Pass the proficiency modules
- Practice Tests include: Reading, Writing, Math, Science, Administration



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Administer a practice test

- Administer all content area practice tests to a real person
- Child preferred
- Purpose is to become familiar with handling student materials and scoring protocols while administering and scoring the assessment



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Submit Scoring Protocols for Evaluation

- Qualified Assessors (QA) on Mentor path submit scoring protocols to the test vendor for evaluation
- Assessors in training in districts submit scoring protocols to their district Qualified Mentor Trainers for scoring



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Next Step: Qualified Mentor Trainer

- Hold a Qualified Assessor Certificate
- Attend annual mentor training
- Train a protégé to the Qualified Assessor level
- Submit the protégé's scoring protocols to vendor for evaluation



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Annual Requirements to maintain status

- Attend any required trainings
- Refresh skills online
- Required refreshing skills are in Alternate Assessment Manual



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How many AA Mentors per district?

- Minimum of one
- State pays for one mentor to attend training—some exceptions
- Others may become mentors if district has many teachers to train



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Why so much training?

- Proctors administer Standards Based Assessments (SBAs) but do not score the assessments
- Qualified Assessors
 - administer and score
 - adapt materials if necessary
 - decide on appropriate assistive technology



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Why is training important?



Reliability—
Would results be the same . .



if the
assessment
were
administered
by someone
else?



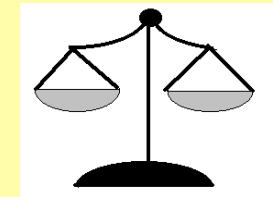
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VALIDITY and *Fairness*:

Would assessment
results accurately show
what a student knows
and can do?



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A standard approach to administration
and scoring leads to:



- Fair assessments
- Comparable scores between assessors and settings
- An accurate picture of what the student knows and can do



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How is training provided?

- Orientation by a qualified trainer or EED
- Self-paced online training
- Qualifying practice test with a student
- Certificate of qualification
- Coaching and peer support



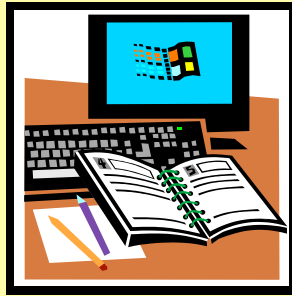
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What resources are available?

- Online Training
- Sample Tests Online
- Training Manuals online
- Public website
- Secure website
- Qualified Mentor Trainers



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DRA Helpdesk



- Sevrina Tindal
Dillard Research
Associates
32534 Dillard Road
Eugene, Oregon 97405
- 1-800-838-3163 phone
815-717-9683 fax

sevrina@dillardresearchassociates.com



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Other Resources

- Online Training Manuals
- Other Mentors, List located at:
- http://www.eed.state.ak.us/tls/assessment/alternate_optional.html
- EED, Alternate Assessment Program Manager



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Overview of Hands-On Training in Computer Lab

Purpose: To review and clarify the
process for becoming a qualified
assessor

HANDOUT

QA Requirements
Training Crib Sheet



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Online Training and Proficiency

- 1. Become a registered user & get Username, Password
- 2. Locate the "Main Page"
- 3. Select Training Area (Reading, Writing, Mathematics, Science, Administration)



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Home Page: <http://ak.k12test.com/>

Alternate Assessment : Alaska

Welcome Alaska Teachers!

Visitors may view a demo by entering the word demo into both the email and password boxes to the right (demo must be all lower case in the password box). Teachers who want to become Qualified Assessors must [register](#) as a new user.

Registered User Login

Email:

Password:

[Register](#) [Reset Password](#) [Login](#)

This web site supports the Alaska Alternate Assessment. The site provides access to assessment materials, online data entry, and immediate reporting for qualified assessors. In addition, the site provides training and proficiency evaluation. If this is your first visit to this site, please view the [System Requirements](#) and then click on the Register link to sign up to use the system. The State of Alaska ESD maintains a [website](#) with important information regarding this assessment.

[About](#) - [Contact](#) - [Requirements](#) - [FAQ](#) - [Login](#) - [Register](#)



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Options at Home Page

- About
- Contact
- System Requirements
- FAQ
- Link to EED AA Page
- Login
- Register
- Reset Password



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System Requirements

Alternate Assessment : Alaska

System Requirements

Windows 2000 / XP : Internet Explorer 6.0+ or [Firefox](#) 1.5+
Mac OS X : Safari 1.2, 2.0, or [Firefox](#) 1.5+

- Javascript Enabled
- [PDF File Viewer](#) (Adobe Acrobat) 5.0+
- [Adobe Flash Player](#) 8.0+

[About](#) - [Contact](#) - [Requirements](#) - [FAQ](#) - [Login](#) - [Register](#)

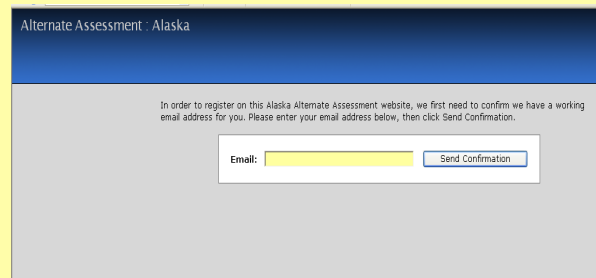


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Register

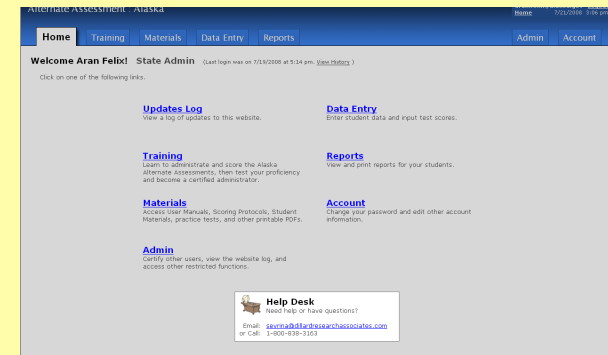


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Welcome Page



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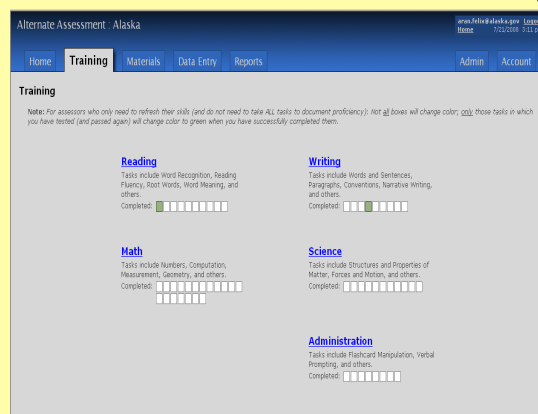
Select Training and Work On your Own—Self-Paced

5 Areas

- Reading
- Writing
- Mathematics
- Science
- Administration

2 Stages

- Training
 - How to administer
 - How to score
- Proficiency



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Online Training and Proficiency *cont.*

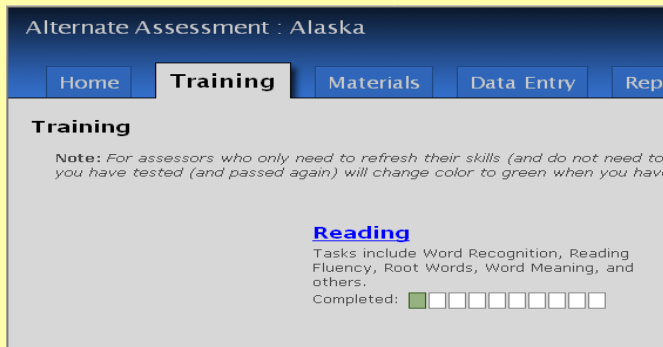
- 4. Select a Task (e.g. "Identify Pictures")
- 5. Learn how to administer
- 6. Learn how to score the task

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To select a subject



Click on the subject areas, for example, "READING"

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Example: Reading Tasks

Reading Tasks

1: Identify Pictures

2: Identify Signs and Symbols

3: Identify Letter Names

4: Comprehend Oral Text

5: Segment Phonemes

6: Identify Letter Sounds

7: Blend Sounds

8: Identify Beginning Reading Words

9: Identify Advanced Reading Words

10: Read Sentences

11: Read Passages

12: Comprehend Printed Text

Training

Proficiency

| | |
|---|---|
| — | — |
| — | — |
| — | — |
| — | — |
| — | — |
| — | — |
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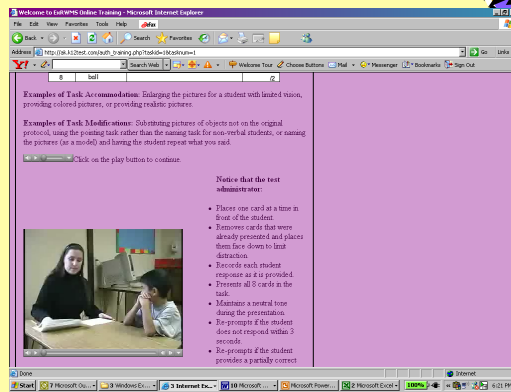
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For example, "Identify Pictures" (Task 1)

- Read info on screen
- Click "play" to view a video clip
- Learn to administer
- Learn to score



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Online Training and Proficiency

- 7. Evaluate your proficiency
- 8. Continue 1-8 with other tasks and subjects

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Test Your Proficiency

Test your Proficiency on Identify Signs and Symbols, Attempt 1

- Score each student response below.
- Click on the submit test button at the bottom of the page to submit your scores.
- If you are unsuccessful in scoring this task, you may return to training or attempt a new set of items.

| Student Prompt | Student Response | You Score It | | |
|-----------------|------------------|--------------|---|---|
| stop | Wait | 0 | 1 | 2 |
| exit | go out | 0 | 1 | 2 |
| male restroom | bathroom | 0 | 1 | 2 |
| female restroom | girl | 0 | 1 | 2 |
| walk | go | 0 | 1 | 2 |
| do not walk | hand | 0 | 1 | 2 |
| do not | circle | 0 | 1 | 2 |
| crosswalk | walking | 0 | 1 | 2 |
| poison | yuck | 0 | 1 | 2 |
| handicapped | wheelchair | 0 | 1 | 2 |

Submit Test

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After becoming proficient online: Practice Tests

- Purpose of practice tests are to give the assessor in training hands-on familiarity with administering, scoring, handling scoring protocols and student materials with a live audience
- Download practice tests from online site
- Administer tests preferably to a student
- Do not administer to a cognitively disabled student

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Select "Materials", then print a Practice Tests

Practice Tests

| Reading | Writing |
|--|--|
| Practice Reading Scoring Protocol.pdf | Practice Writing Scoring Protocol.pdf |
| Practice Reading Student Materials.pdf | Practice Writing Student Materials.pdf |

| Math | Science |
|---|--|
| Practice Math Scoring Protocol.pdf | Practice Science Scoring Protocol.pdf |
| Practice Math Student Materials.pdf | Practice Science Student Materials.pdf |

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Website Tips

- Logging on & Logging off
- Finding your way around the web site
- Getting help & reporting problems

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3 Consecutive Error Rule

- Stop a task if student scores zeros on 3 consecutive items.
- When the task is stopped early, record the responses and *move to next task*.
- When this occurs on 3 tasks in a sequence, stop the assessment in this content area.
- Note: Continue past 3 error rule on practice tests as your goal is to administer the test completely to become familiar with all the tasks in the test
- You should be using a student who is able to take the entire test when practicing.





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Decision Points

| SECTIONS | 2005 TASKS |
|--|---|
| A | 1 Identify Numerals 2 Identify/Copy Numerals 3 Identify Shapes 4 Write Numerals 5 Manipulate Math Concepts - Discriminate Differences 6 Measurement - Size 7 Identify Money / Money Needed 8 Measurement - Time of Day 9 Number Line |
|  Decision Point | |
| B | 10 Tell Time 11 Order Numbers 12 Manipulate Math Concepts - Ordinal Numbers 13 Calendar 14 Manipulate Math Concepts - Count/Take Away 15 Manipulate Math Concepts - Quantity |
|  Decision Point | |
| C | 16 Manipulate Math Concepts - Fractions 17 Count Money 18 Manipulate Math Concepts - Place Value 19 Count on Dictation 20 Timed Computation - Addition Facts 21 Timed Computation - Subtraction Facts 22 Mixed Computation - Addition and Subtraction |

NOTE: ERROR RULES APPLY TO ALL TASKS



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Decision Points

- Are used only in Practice Tests
- Secure Tests are grade level tests
- Continue past the decision points as your goal is to administer the test completely to become familiar with all the tasks in the test



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Decision Point—Reading Example

1. Does the student read some words at school?
 - Yes/No
2. Did the student correctly respond to at least half of the items in Section A?
 - Yes/No

If the answer to BOTH Questions 1 and 2 is "No"

- **STOP TESTING AFTER TASK 6**

If the answer to ONE or BOTH Questions 1 and 2 is "Yes"

- **CONTINUE TESTING** Proceed to Section B and administer Tasks 7 -10



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2008-09 Alaska Alternate Assessment from the Teacher's Perspective

*Overview of what is
involved in giving
Reading, Writing,
Mathematics and
Science assessments*

Handout

QA Description



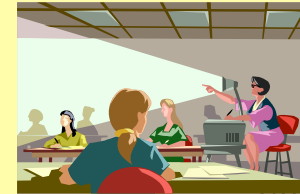
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Qualify-This is what we are working on today

- Become a Qualified Assessor
- Complete Online Training
- Give a Practice Assessment
- Obtain a Certificate



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Prepare



Obtain and Review
Scoring Protocols
and Student
Materials.

Adapt materials as
needed for
individual student.



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Administer

- Administer AK AA:
Reading, Writing,
Mathematics, and
Science Assessment
to eligible students &
- Record student
response scores onto
the scoring protocol



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Enter Data



- Transfer student scores into the online data entry system at www.ak.k12test.com



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Get Report



- Obtain an Individual Student Report with the student's results the same day you enter the data.



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Checklist for *Qualified Assessors*

- ☐ Complete training
- ☐ Sign Test Security Agreement
- ☐ Attain proficiency via online modules
- ☐ Review student materials & scoring protocols
- ☐ Administer Practice Tests
- ☐ Submit Scoring Protocols for review and approval
- ☐ Receive feedback & additional training if needed
- ☐ Obtain *Qualified Assessor* certificate
- ☐ Status changed in online system



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Assignment for Mentors-in-Training

- Complete all online training and proficiency modules
- Download, administer, and score a practice test before October 27th
- Send scoring protocols to EED in prepaid envelope
- Attend Annual Mentor Training in Anchorage on October 27, 2008



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Discussion & Questions



Thank you!

Please fill out your evaluation
and turn in as you leave.



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